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ABSTRACT

This sample checklist for teacher education programs in reading is intended to aid colleges and universities in self-evaluation and to aid others rating an institution's teacher-training activities in the area of reading. The checklist specifies the different program modules in the education of reading specialists. The competencies designated for all of the program modules constitute a checklist of a program's strengths and weaknesses. The checklist is flexible enough to be adapted to a variety of programs. It has also been designed to aid "outside" evaluation as well as self-evaluation of programs. Reading teachers, teacher-trainers, prospective reading teachers, and administrators of reading programs may use this list to evaluate the competence of their work in preservice and inservice activities. People in fields tangential to reading education may also use the list to gain an overview of this subject. (Author/DI)

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EVALUATION OF TEACHER EDUCATION PROGRAMS IN READING

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A PROPOSED CHECKLIST

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INTRODUCTION

This sample checklist for teacher education programs in reading has been developed by the International Reading Association's Committee on Evaluation of Teacher Education Programs in Reading. It is intended as an aid to colleges and universities for self-evaluation, and as an aid to others who might be rating an institution's teacher-training activities in the area of reading. The Committee's plan in developing this publication was to specify the different program modules, or segments, of the education of specialists in reading. Specified for a program segment are the appropriate competencies at the entry level, advanced level, and the specialization level on which the effectiveness of the module (segment) can be rated. While three levels are described for most modules, it is assumed that experiences and facilities at lower levels will be carried also to higher designations. The competencies specified across all of the program modules add up to a comprehensive checklist for identifying a program's strengths and weaknesses. Additional topics are suggested on page 15, 4.0, Curriculum.

Flexibility is one of the attributes which the Committee worked into this checklist, thus enabling it to serve as a useful evaluative, comparative, and diagnostic instrument for a variety of purposes, applied to a variety of programs. This flexibility leaves appropriate interpretive freedom in defining particular competencies in this checklist.

The guide has been designed for use by teams evaluating teacher-training programs in reading at colleges and universities. It is intended as an aid to self-evaluation by a teacher-education program, as an aid to "outside" evaluation of the program, and as an aid to evaluations from different institutions working on joint evaluation of their respective programs.

It can also serve the individual classroom teacher and teacher-trainer as a checklist of what he is doing in his own classroom. Reading teachers, and prospective teachers of reading, can use this specification of competencies to identify areas in which they might wish to further enhance their skills. Teachers in the process of selecting an institution at which to further study will find it invaluable in rating a program's relative strengths.

Administrators may find the checklist helpful in determining areas of competency which can be developed in their school program through inservice activities. The competencies in this checklist are organized into program modules which place each competency in relation to other competencies. This can be of help in structuring inservice activities.

Finally, specialists from fields whose main thrust may be tangential to reading can use this identification list of competencies in teacher training to gain an overview of the field of reading education.

The Association is grateful to Chairman Grayce A. Ransom and all of the individuals who participated in the development of this helpful guide. Another IRA publication, Graduate Programs and Faculty in Reading, which describes over two hundred graduate programs in reading, serves as a useful companion volume.

It is requested that users of this guide send their comments and suggestions to IRA Headquarters for future incorporation into revised editions of this publication.

William K. Durr, President
International Reading Association
1972-1973

Suggestions for Using this Checklist

A. Examine the Table of Contents and briefly overview a sample of the competencies specified in the program segments to get a feel for the plan of this guide.

B. Use the checklist, or particular modules in it, as a rating guide. The following procedures for rating are suggested:

1. Rate the institution for each competency according to these criteria:

0 - is not included in the progra

1 - written into objectives and course outlines but not actualized

2 - coverage in the program highly inconsistent because of differences in instructors and coordinators

3 - adequate coverage in the program

4 - excellent coverage in the program

2. Total the scores indicating ratings for each module at each level.

3. Enter the totals in the table at the end of the modular rating devices.

4. Make analyses of strengths and weaknesses in the total program.

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1.0 FACILITIES

The college or university provides and maintains:

1.1 Entry Level

1.1.01 A library containing basic reference material for elementary and secondary reading teachers;

0	1	2	3	4

1.1.02 A special curriculum library area which contains state and locally adopted textbooks, curriculum guides and supportive media;

0	1	2	3	4

1.1.03 A special collection of children's and adolescent books;

0	1	2	3	4

1.1.04 An up-to-date collection of professional publications;

0	1	2	3	4

1.1.05 Complete sets of testing and teaching materials having word attack, vocabulary, comprehension and study-skill emphasis;

0	1	2	3	4

1.1.06 A library of films and video tapes showing methods of teaching and reinforcing specific reading skills;

0	1	2	3	4

1.1.07 A supply of alternate media as devices for bringing literature to children;

0	1	2	3	4

1.1.08 Adequate duplicating and media equipment and materials for students to use in preparing instructional materials;

0	1	2	3	4

1.1.09 Areas for storing records and multi-media instructional materials;

0	1	2	3	4

1.1.10 Files of tests, manuals, and scoring keys to be used for evaluation of performance in reading;

0	1	2	3	4

1.1.11 A library of video-tapes illustrating varied approaches to school and classroom organization;

0	1	2	3	4

1.1.12 An area for viewing technological approaches and resources for reading;

0	1	2	3	4

1.1.13 Video-tape equipment for student self-evaluation;

0	1	2	3	4

1.1.14 Seminar rooms for conducting and observing process groups;

0	1	2	3	4

1.1.15 A roster of school districts representing varieties of approaches to instructional planning;

0	1	2	3	4

1.1.16 Transportation facilities provided for field trips to school, public, and state libraries;

0	1	2	3	4

Total _____

1.0 FACILITIES

The college or university provides and maintains:

1.2 Advanced Level

1.2.01 Laboratory facilities for observation and demonstration with students in individual and group settings;

0	1	2	3	4

1.2.02 Facilities for practicum experiences.

0	1	2	3	4

1.2.03 Adequate equipment, supplies, instructional and play materials for varied practicum experiences;

0	1	2	3	4

1.2.04 Video-taping equipment for use with evaluation demonstrations;

0	1	2	3	4

1.2.05 Video-tapes and films demonstrating teaching basic reading skills stressing different modalities;

0	1	2	3	4

1.2.06 Adequate curriculum laboratory facilities and holdings for students to analyze critically programs designed to teach word attack, comprehension, vocabulary and study skills;

0	1	2	3	4

1.2.07 Facilities containing media, machines, and art equipment for development of special projects to promote interest in reading;

0	1	2	3	4

1.2.08 Duplicating facilities and budgets for preparation of special book lists and projects;

0	1	2	3	4

Total_____

1.0 FACILITIES

The college or university provides and maintains:

1.3 Specialization Level

1.3.01 Facilities for analyzing test data and transferring data to computerized programs;

0	1	2	3	4

1.3.02 Computer facilities with high accessibility;

0	1	2	3	4

1.3.03 A collection of research documents on instructional planning.

0	1	2	3	4

Total_____

2.0 STAFF

The college or university makes available:

2.1 Entry Level

2.1.01 Librarian(s) to help students become familiar with pertinent library resources;

0	1	2	3	4

2.1.02 Audio-visual specialist(s) to help students locate appropriate resources for planning lessons and units;

0	1	2	3	4

2.1.03 Capable classroom teachers in public schools (all levels) to share experiences in meeting reading needs;

0	1	2	3	4

2.1.04 Staff with specialization in the areas of language and communication;

0	1	2	3	4

2.1.05 Children's and adolescent literature specialists to meet with students;

0	1	2	3	4

2.1.06 Staff with experiences in education in various social settings;

0	1	2	3	4

2.1.07 Specialists in the fine arts for helping students utilize such resources in developing reading-related and content area projects;

0	1	2	3	4

2.1.08 Staff with educational and practical experiences in diagnostic testing;

0	1	2	3	4

2.0 STAFF

2.1 Entry Level (Continued)

2.1.09 Staff with appropriate background in working with large groups and individuals in diagnostic teaching;

0	1	2	3	4

Total_____

2.0 STAFF

The college or university makes available:

2.2 Advanced Level

2.2.01 Adequate staff to supervise clinical and small group instructional experiences for students;

0	1	2	3	4

2.2.02 Adequate staff to maintain liaison and cooperative teaching arrangements with schools in which practicums are conducted;

0	1	2	3	4

2.2.03 Adequate staff with appropriate training to supervise practicum experiences;

0	1	2	3	4

2.2.04 Staff responsible for initiating and coordinating college or university programs with community groups and organizations;

0	1	2	3	4

2.2.05 Staff with areas of specialization in language acquisition and development, and general linguistic principles.

0	1	2	3	4

2.2.06 Staff with specialization in the area of general curriculum development;

0	1	2	3	4

2.2.07 Reading clinicians, guidance personnel, school psychologists and administrators to consult with students about specific reading recommendations and reading program planning;

0	1	2	3	4

2.2.08 Staff with capacity for critical appraisal evaluation of instruments and other data collecting techniques;

0	1	2	3	4

2.0 STAFF

2.2 Advanced Level

2.2.09 Staff with special competencies in general evaluation techniques;

0	1	2	3	4

Total_____

2.0 STAFF

2.3 Specialization Level

The college or university makes available:

2.3.01 Staff with specialization in instructional planning:

0	1	2	3	4

2.3.02 Staff who have demonstrated competency in the area of teacher in-service training;

0	1	2	3	4

2.3.03 Adequate staff for the direction and supervision of field experiences in designing and implementing school or district wide reading evaluation programs;

0	1	2	3	4

2.3.04 Staff competent to direct research in the area of development of instruments for reading evaluation;

0	1	2	3	4

2.3.05 Staff who have published professional articles and/or texts.

0	1	2	3	4

Total_____

3.0 PROGRAM PROCESS CHARACTERISTICS (One level only)

The college or university **provides** opportunities for the student to:

3.1.01 Obtain an evaluation of his own reading performance;

0	1	2	3	4

3.1.02 Develop sensitivity to the humanistic dimensions of reading instruction;

0	1	2	3	4

3.1.03 Interact with college or university staff and public school teachers involved with reading instruction;

0	1	2	3	4

3.1.04 Meet periodically with program staff members to consider the students' developing attitudes and feelings around the teaching of reading;

0	1	2	3	4

3.1.05 Follow a flexible program designed around demonstrated competencies developed through previous educational and non-institutional experiences;

0	1	2	3	4

3.1.06 Negotiate college or university-related educational experiences with public school districts;

0	1	2	3	4

3.1.07 Generate feedback and input which influences the nature and direction of the institution's educational program;

0	1	2	3	4

3.1.08 Realize his educational potential within the framework of the educational program;

0	1	2	3	4

3.0 PROGRAM PROCESS CHARACTERISTICS

3.1.09 Participate in process groups composed of faculty and students;

0	1	2	3	4

3.1.10 Receive feedback from faculty members concerning their perception of the individual's progress in the program.

0	1	2	3	4

Total_____

4.0 CURRICULUM

Essential characteristics of several major segments of the curriculum are itemized on the following pages.

The curriculum in teacher education also includes appropriate studies in child development, educational psychology, and sociology. In addition it includes the following modules, or program segments, which are directly related to the teaching of reading.

1. Understanding the English Language as a Communication System
2. Interaction with Parents and the Community
3. Instructional Planning: Curriculum and Approaches
4. Developing Perception and Language Fluency in Early Childhood
5. Continued Language Development in Social Settings
6. Teaching Word Attack Skills
7. Developing Comprehension: Analysis of Meaning
8. Developing Comprehension: Synthesis and Generalization
9. Developing Comprehension: Information Acquisition
10. Developing Literary Appreciation: Young Children
11. Developing Literary Appreciation: Latency Years
12. Developing Literary Appreciation: Young Adults
13. Diagnostic Evaluation of Reading Progress
14. School and Classroom Organization for Diagnostic Teaching
15. Adapting Instruction to Varied Linguistic Backgrounds
16. Treatment of Special Reading Difficulties
17. Initiating Improvements in School Programs

4.0 CURRICULUM

The college or university provides opportunities for students to:

4.1 Comprehension

4.1.1 Entry Level

4.1.1.01 Study the relationships of syntax, suprasegmentals, and semantics with full conceptualization of comprehension and retention in reading;

0	1	2	3	4

4.1.1.02 Study methods of teaching comprehension--literal, interpretive, critical;

0	1	2	3	4

4.1.1.03 Evaluate and use varieties of materials for teaching comprehension and retention;

0	1	2	3	4

4.1.1.04 Observe demonstration techniques for teaching comprehension;

0	1	2	3	4

4.1.1.05 Teach comprehension skills to small groups of pupils who are successful in comprehension and those who are experiencing difficulty in comprehension;

0	1	2	3	4

4.1.1.06 Develop materials designed for teaching comprehension;

0	1	2	3	4

4.1.1.07 Develop knowledge of and techniques for study skills related to all content areas;

0	1	2	3	4

4.0 CURRICULUM
4.1 Comprehension
4.1.1 Entry Level

4.1.1.08 Investigate materials and techniques for teaching flexibility of rate adapted to the nature and difficulty of the reading task;

0	1	2	3	4

4.1.1.09 Develop directed reading lessons in which there is oral expression of thinking and feeling reactions to materials previously read;

0	1	2	3	4

4.1.1.10 Learn skills of assessment of comprehension and retention skills in pupils.

0	1	2	3	4

Total_____

4.0 CURRICULUM

The college or university **provides** opportunities for students to:

4.1 Comprehension

4.1.2 Advanced Level

4.1.2.01 Investigate research in comprehension;

0	1	2	3	4

4.1.2.02 Administer diagnostic tests of literal, critical and interpretative comprehension skills;

0	1	2	3	4

4.1.2.03 Write diagnostic reports as a result of administering tests of comprehension skills;

0	1	2	3	4

4.1.2.04 Participate in supervised experiences around planning, strategies, and selection of materials and techniques for instruction in comprehension.

0	1	2	3	4

Total_____

4.0 CURRICULUM

The college or university **provides** opportunities for students to:

4.1 Comprehension

4.1.3 Specialization Level

4.1.3.01 Investigate research aimed at experimentation with testing levels of comprehension: literal, interpretative, critical; | 0 | 1 | 2 | 3 | 4 |

4.1.3.02 Investigate research with emphasis on teaching literal, interpretative, critical, and reading comprehension; | 0 | 1 | 2 | 3 | 4 |

4.1.3.03 Participate in pre-service, in-service, and consultant activities related to comprehension skills; | 0 | 1 | 2 | 3 | 4 |

4.1.3.04 Write materials and/or critiques of materials in the area of comprehension. | 0 | 1 | 2 | 3 | 4 |

Total_____

4.0 CURRICULUM

4.2 Developing Literary Appreciation

4.2.1 Entry Level

The college or university provides opportunities for students to:

4.2.1.01 Develop an interest and excitement concerning libraries and library materials in the college student;

0	1	2	3	4

4.2.1.02 Develop true interest in children's literature at all levels--from comic books to award winning publications;

0	1	2	3	4

4.2.1.03 Develop abilities and techniques for transmitting his personal enthusiasm to children, with special emphasis on oral reading and story-telling;

0	1	2	3	4

4.2.1.04 Have experiences with groups of children for the purpose of practicing the abilities and techniques they have been developing;

0	1	2	3	4

4.2.1.05 Become acquainted with a variety of children's and adolescent literature;

0	1	2	3	4

4.2.1.06 Study published research in interests of students of different age levels;

0	1	2	3	4

4.2.1.07 Develop skill in helping pupils locate materials of appropriate interest and reading difficulty;

0	1	2	3	4

4.0 CURRICULUM
4.2 Developing Literary Appreciation
4.2.1 Entry Level

4.2.1.08 Study the elements of different literary types;

0	1	2	3	4

4.2.1.09 Develop skill in the use of dramatization, role-playing, puppetry, art expression, and creative writing in relation to reading;

0	1	2	3	4

4.2.1.10 Develop units relating reading to other media;

0	1	2	3	4

4.2.1.11 Use a variety of materials, e.g., comics, magazines, novels, short stories, newspapers;

0	1	2	3	4

4.2.1.12 Identify literature that reflects the thoughts and feelings of varied social groups;

0	1	2	3	4

4.2.1.13 Develop effective oral reading skills.

0	1	2	3	4

Total_____

4.0 CURRICULUM

4.2 Developing Literary Appreciation

4.2.2 Advanced Level

The college or university **provides** opportunities for students to:

4.2.2.01 Conduct action research around reading interests;

0	1	2	3	4

4.2.2.02 Re-write materials to different readability levels;

0	1	2	3	4

4.2.2.03 Develop a unit around bibliotherapy;

0	1	2	3	4

4.2.2.04 Develop units relating to writing, listening and speaking.

0	1	2	3	4

Total_____

4.0 CURRICULUM

4.2 Developing Literary Appreciation

4.2.3 Specialization Level

4.2.3.01 Conduct experimental research around reading interests;

0	1	2	3	4

4.2.3.02 Write creative materials for skill development and recreational reading;

0	1	2	3	4

4.2.3.03 Plan and implement in-service programs for content-area teachers;

0	1	2	3	4

Total_____

4.3 UTILIZING LIBRARY FACILITIES

4.3.1 Entry Level

The college or university provides opportunities for students to become familiar with:

4.3.1.01 Card catalogues, basic reference books, special book lists, professional reading journals, special collections and services, ERIC and other research dissemination plans; | 0 | 1 | 2 | 3 | 4 |

4.3.1.02 Processes of developing special bibliographies based on specific units which will be taught; | 0 | 1 | 2 | 3 | 4 |

4.3.1.03 The resources available from school, municipality, and state libraries and librarians; | 0 | 1 | 2 | 3 | 4 |

4.3.1.04 The resources available from the American Book Council and the American Library Association. | 0 | 1 | 2 | 3 | 4 |

Total_____

(No Specialization nor Advanced Levels)

4.4 EVALUATION OF READING PROGRESS

4.4.1 Entry Level

The college or university provides opportunities for students to:

4.4.1.01 Administer and score informal reading inventories;

0	1	2	3	4

4.4.1.02 Become aware of a number of reading achievement tests;

0	1	2	3	4

4.4.1.03 Observe the processes of administering, scoring, and recording results of a standardized reading test;

0	1	2	3	4

4.4.1.04 Examine and/or develop reading skills checklists;

0	1	2	3	4

4.4.1.05 Study the manual of a standardized reading test;

0	1	2	3	4

4.4.1.06 Provide the student with experiences that lead to an understanding of, and acceptance of, and a willingness to grapple with the realities of individual differences--including an understanding of the fact that the pupil is not totally consistent from day to day;

0	1	2	3	4

4.4.1.07 Provide the student with skill in information-gathering concerning pupils from careful observation, formal testing, and informal testing;

0	1	2	3	4

4.4.1.08 Provide for the development of skill in combining all of the information in # 07 above into an evaluation of the student in terms of present status and needs.

0	1	2	3	4

4.4 EVALUATION OF READING PROGRESS

4.4.1 Entry Level

4.4.1.09 Provide the student with the skill to examine reading status and to compare that information with other known facts about the pupil to derive a value judgment concerning the adequacy or inadequacy of progress to date.

0	1	2	3	4

Total_____

4.4. EVALUATION OF READING PROGRESS

4.4.2 Advanced Level

The college or university provides opportunities for students to:

4.4.2.01 Assess evaluation instruments and other data collecting techniques;

0	1	2	3	4

4.4.2.02 Gather data relative to evaluation and measurement of reading growth for use with groups and individuals;

0	1	2	3	4

4.4.2.03 Use appropriate statistical techniques for analyzing data;

0	1	2	3	4

4.4.2.04 Evaluate standardized reading tests;

0	1	2	3	4

4.4.2.05 Administer, score, and interpret test batteries and develop appropriate prescriptions.

0	1	2	3	4

Total_____

4.4 EVALUATION OF READING PROGRESS

4.4.3 Specialization Level

The college or university provides opportunities for students to:

4.4.3.01 Design and/or implement a school or district-wide reading evaluation program;

0	1	2	3	4

4.4.3.02 Supervise and direct entry and advanced level students conducting individual and small group evaluations of reading progress;

0	1	2	3	4

4.4.3.03 Develop instruments for evaluating reading progress;

0	1	2	3	4

4.4.3.04 Participate in advanced courses dealing in general evaluation techniques.

0	1	2	3	4

Total_____

4.5 UNDERSTANDING COMMUNICATION PROCESS AND STRUCTURE OF ENGLISH LANGUAGE

4.5.1 Entry Level

The college or university provides opportunities for students to:

4.5.1.01 Develop on the part of the student of the realization that communication is the base goal of language; | 0 | 1 | 2 | 3 | 4 |

4.5.1.02 Develop an understanding of the English language in terms of etymology, syntax, semantics and other basic concepts of linguistics; | 0 | 1 | 2 | 3 | 4 |

4.5.1.03 Observe a teaching situation in which students study the communication skills of individual pupils; | 0 | 1 | 2 | 3 | 4 |

4.5.1.04 Study relationships of language and self-concept; | 0 | 1 | 2 | 3 | 4 |

4.5.1.05 Analyze interrelationships of the four language arts processes; | 0 | 1 | 2 | 3 | 4 |

4.5.1.06 Develop positive attitudes toward and understanding of language differences; | 0 | 1 | 2 | 3 | 4 |

4.5.1.07 Study the processes and effects of verbal and non-verbal communication of thoughts and feelings; | 0 | 1 | 2 | 3 | 4 |

4.5.1.08 Investigate key relationships of concept, development, language and reading; | 0 | 1 | 2 | 3 | 4 |

4.5.1.09 Study the characteristics of language as presented in pupils' instructional materials. | 0 | 1 | 2 | 3 | 4 |

Total_____

4.5 UNDERSTANDING COMMUNICATION PROCESS AND STRUCTURE OF ENGLISH LANGUAGE

4.5.2 Advanced Level

The college or university **provides** opportunities for students to:

4.5.2.01 Interpret research related to language acquisition;

0	1	2	3	4

4.5.2.02 Read and interpret research related to oral communication and variant language systems;

0	1	2	3	4

4.5.2.03 Analyze language development: levels, systems, and processes;

0	1	2	3	4

4.5.2.04 Observe and record characteristics of communication processes in operation in different classroom settings.

0	1	2	3	4

Total_____

4.5 UNDERSTANDING COMMUNICATION PROCESS AND STRUCTURE OF ENGLISH LANGUAGE

4.5.3 Specialization Level

The college or university **provides** opportunities for students to:

4.5.3.01 Study in the areas of psycholinguistics and sociolinguistics;

0	1	2	3	4

4.5.3.02 Conduct experimental research in areas of language and reading;

0	1	2	3	4

4.5.3.03 Produce materials for promoting and understanding language and communication growth;

0	1	2	3	4

4.5.3.04 Study significant characteristics of language in different communities and socio-economic groups.

0	1	2	3	4

Total_____

4.6.0 INTERACTION WITH PARENTS AND COMMUNITY

4.6.1 Entry Level

The college or university **provides** opportunities for students to:

4.6.1.01 Develop understanding of the differing patterns of parental values, expectations, and school interest and support held in our variegated culture;

0	1	2	3	4

4.6.1.02 Have direct experiences in meeting parents who hold a variety of different viewpoints concerning schools and reading instruction;

0	1	2	3	4

4.6.1.03 Develop skills of interpreting pupil status and expected progress in reading to parents;

0	1	2	3	4

4.6.1.04 Understand the importance of good interaction with parents and the community coupled with the realization that building principals, school-community agents, and school social workers share this responsibility while the teacher is primarily responsible for instruction;

0	1	2	3	4

4.6.1.05 Study community agencies, organizations and services as they relate to the language-arts program;

0	1	2	3	4

4.6.1.06 Observe meetings and interviews of school personnel and parents;

0	1	2	3	4

4.6.1.07 Analyze typical reading-related services offered by school districts;

0	1	2	3	4

4.6 INTERACTION WITH PARENTS AND COMMUNITY

4.6.1 Entry Level

4.6.1.08 Visit schools in different community settings.

0	1	2	3	4

Total_____

4.6 INTERACTION WITH PARENTS AND COMMUNITY

4.6.2. Advanced Level

The college or university **provides** opportunities for students to:

4.6.2.01 Meet and work with parent groups and organizations concerned with reading;

0	1	2	3	4

4.6.2.02 Design out-of-school programs to meet community needs;

0	1	2	3	4

4.6.2.03 Investigate possible functions in the reading program of paraprofessionals and community volunteers;

0	1	2	3	4

4.6.2.04 Conduct interviews and conferences with parents in relation to diagnostic and remedial reading programs.

0	1	2	3	4

Total_____

4.6 INTERACTION WITH PARENTS AND COMMUNITY

4.6.3 Specialization Level

The college or university **provides** opportunities for students to:

4.6.3.01 Maintain working relationships with staff members in the field of social work;

0	1	2	3	4

4.6.3.02 Initiate on-going projects in reading involving parents and community organizations;

0	1	2	3	4

4.6.3.03 Sponsor workshops or similar experiences in reading for parents;

0	1	2	3	4

4.6.3.04 Utilize community resources in meeting reading needs of school drop-outs and adult illiterates;

0	1	2	3	4

4.6.3.05 Develop basic concepts in sociology and social work.

0	1	2	3	4

Total_____

4.7 INSTRUCTIONAL PLANNING: CURRICULUM AND APPROACHES

4.7.1 Entry Level

The college or university **provides** opportunities for students to:

4.7.1.01 Become familiar with and involved in developing cognitive and affective objectives for a successful reading program;

0	1	2	3	4

4.7.1.02 Develop an understanding of the reading process and its relationship to allied areas of study, such as psycholinguistics, physiology, perception, psychology;

0	1	2	3	4

4.7.1.03 Become familiar with and involved in developing a variety of methods and materials for use in teaching reading skills in all content fields;

0	1	2	3	4

4.7.1.04 Become familiar with and involved in developing a variety of methods and materials for use in motivating students to read in content areas;

0	1	2	3	4

4.7.1.05 Become familiar with multi-media and equipment useful in reading instruction;

0	1	2	3	4

4.7.1.06 Become familiar with and involved in developing methods and materials useful in expanding readiness levels and experiential backgrounds necessary for specific reading assignments;

0	1	2	3	4

4.7.1.07 Become familiar with and involved in developing a variety of methods and materials useful in handling graphic and pictorial aids;

0	1	2	3	4

4.7 INSTRUCTIONAL PLANNING: CURRICULUM AND APPROACHES

4.7.1 Entry Level

4.7.1.08 Become familiar with a variety of methods for individuals and group activities;

0	1	2	3	4

4.7.1.09 Permission for students to spend time in actual classrooms observing and aiding teachers and students;

0	1	2	3	4

4.7.1.10 Become familiar with and involved in developing a variety of games useful in reading instruction in all content areas;

0	1	2	3	4

4.7.1.11 Become familiar with and able to evaluate such items as: programmed materials, boxes and kits, machines and related software, performance contracting, accountability criteria and specific instruction packaged materials, workbooks, ditto materials, standardized tests, special programs involving the use of teacher aides, computer-aided-instruction, etc.

0	1	2	3	4

Total_____

4.7 INSTRUCTIONAL PLANNING: CURRICULUM AND APPROACHES

4.7.2. Advanced Level

The college or university **provides** opportunities for students to:

4.7.2.01 Investigate research studies in instructional planning of reading programs;

0	1	2	3	4

4.7.2.02 Design a school reading program based on research findings: remedial and/or developmental;

0	1	2	3	4

4.7.2.03 Work with reading supervisors and curriculum specialists in a school setting;

0	1	2	3	4

4.7.2.04 Visit schools representing different organizational and instructional approaches to reading instruction;

0	1	2	3	4

4.7.2.05 Investigate and analyze different reading programs developed around various theories of teaching reading.

0	1	2	3	4

Total_____

4.7 INSTRUCTIONAL PLANNING: CURRICULUM AND APPROACHES

4.7.3. Specialization Level

The college or university **provides** opportunities for students to:

4.7.3.01 Conduct supervised experimental research in reading curriculum and approaches;

0	1	2	3	4

4.7.3.02 Develop through laboratory experience specialized curriculums in reading;

0	1	2	3	4

4.7.3.03 Study social, philosophical and psychological foundations of instructional planning;

0	1	2	3	4

4.7.3.04 Work with public school personnel in developing and writing proposals for reading programs.

0	1	2	3	4

Total_____

4.8 SCHOOLS AND CLASSROOM ORGANIZATION FOR INDIVIDUALIZING INSTRUCTION

4.8.1 Entry Level

The college or university **provides** opportunities for students to:

4.8.1.01 Study and observe physical organization features which facilitate individualization in the classroom;

0	1	2	3	4

4.8.1.02 Investigate and develop methods of record keeping in an individualized instructional situation;

0	1	2	3	4

4.8.1.03 Design strategies for differentiating assignments and activities within the classrom;

0	1	2	3	4

4.8.1.04 Investigate various approaches to flexible intra-class grouping;

0	1	2	3	4

4.8.1.05 Develop plans for storage and utilization of varied instructional materials and media.

0	1	2	3	4

Total_____

4.8 Schools and Classroom Organization for Individualizing Instruction

4.8.2 Advanced Level

The college or university **provides** opportunities for students to:

4.8.2.01 Investigate research studies in individualized reading instruction;

0	1	2	3	4

4.8.2.02 Design an individualized reading program;

0	1	2	3	4

4.8.2.03 Analyze and classify instructional materials for use in specific skill development.

0	1	2	3	4

4.8.2.04 Conduct action research around individualized reading instruction:

0	1	2	3	4

4.8.2.05 Investigate and analyze current systems for individualizing instruction, (e.g. IPI, programmed materials, contracting systems, open classroom concept);

0	1	2	3	4

Total_____

4.8 Schools and Classroom Organization for Individualizing Instruction

4.8.3. Specialization Level

The college or university **provides** opportunities for students to:

4.8.3.01 Research specific aspects of school and classroom organization for individualizing instruction;

0	1	2	3	4

4.8.3.02 Participate in supervised leadership roles for pre-service and in-service activities concerned with improving school and classroom organization;

0	1	2	3	4

4.8.3.03 Prepare instructional materials for use in individualizing reading instruction;

0	1	2	3	4

4.8.3.04 Demonstrate in a classroom setting procedures for individualizing instruction.

0	1	2	3	4

Total_____

4.9.0 LINGUISTICALLY DIFFERENT LEARNERS

4.9.1 Entry Level

The college or university **provides** opportunities for students to:

4.9.1.01 Develop facility in using language experience techniques with linguistically different learners; 0 1 2 3 4

4.9.1.02 Investigate instructional materials designed for linguistically different learners; 0 1 2 3 4

4.9.1.03 Read published reports of approaches to teaching linguistically different learners; 0 1 2 3 4

4.9.1.04 Develop a bibliography of resources related to teaching linguistically different learners; 0 1 2 3 4

4.9.1.05 Plan an instructional lesson or unit in reading for a class of students speaking standard and non-standard English; 0 1 2 3 4

4.9.1.06 Distinguish between reading problems and language differences. 0 1 2 3 4

Total_____

4.9.0 LINGUISTICALLY DIFFERENT LEARNERS

4.9.2 Advanced Level

The college or university **provides** opportunities for students to:

4.9.2.01 Modify instructional materials to meet needs of linguistically different learners;

0	1	2	3	4

4.9.2.02 Develop instructional materials to meet needs of linguistically different learners;

0	1	2	3	4

4.9.2.03 Experiment with different approaches to linguistically different learners in a clinical situation;

0	1	2	3	4

4.9.2.04 Collect language samples for use in developing classroom materials for linguistically different learners.

0	1	2	3	4

Total_____

4.9.0 LINGUISTICALLY DIFFERENT LEARNERS

4.9.3 Specialization Level

The college or university **provides** opportunities for students to:

4.9.3.01 Work in school settings to develop unique approaches to teaching linguistically different learners;

0	1	2	3	4

4.9.3.02 Conduct experimental research around linguistically different learners and reading instruction;

0	1	2	3	4

4.9.3.03 Conduct in-service programs for classroom teachers around instructional strategies for linguistically different learners.

0	1	2	3	4

Total_____

4.10.0 DEVELOPING LANGUAGE FLUENCY AND PERCEPTUAL SKILLS IN EARLY CHILDHOOD

4.10.1 Entry Level

The college or university **provides** opportunities for students to:

4.10.1.01 Develop and administer a perceptual readiness checklist for pre-school children;

0	1	2	3	4

4.10.1.02 Record and transcribe language samples of pre-school children;

0	1	2	3	4

4.10.1.03 Prepare a description of activities to develop visual and auditory perception;

0	1	2	3	4

4.10.1.04 Develop lessons and/or units of teaching beginning phonics through auditory, visual, tactile and kinaesthetic methods;

0	1	2	3	4

4.10.1.05 Become aware of published materials and programs in auditory and visual perception and beginning phonics;

0	1	2	3	4

4.10.1.06 Develop awareness of the articulation of specific speech sounds

0	1	2	3	4

Total_____

4.10.0 DEVELOPING LANGUAGE FLUENCY AND PERCEPTUAL SKILLS IN EARLY CHILDHOOD

4.10.2 Advanced Level

The college or university **provides** opportunities for students to:

4.10.2.01 Critically review research in areas of language fluency and perceptual skills;

0	1	2	3	4

4.10.2.02 Apply research findings through supervised observation and practicum experiences with young children of diverse backgrounds;

0	1	2	3	4

4.10.2.03 Participate in practicum experiences in perceptual skill assessment of young children;

0	1	2	3	4

4.10.2.04 Participate in supervised practicum experiences with young children to develop language fluency and perceptual skills;

0	1	2	3	4

4.10.2.05 Assess available test-batteries and materials designed for perceptual development;

0	1	2	3	4

4.10.2.06 Work with faculty and other professional personnel dealing with vision, speech, and hearing programs.

0	1	2	3	4

Total_____

4.10.0 DEVELOPING LANGUAGE FLUENCY AND PERCEPTUAL SKILLS IN EARLY CHILDHOOD

4.10.3 Specialization Level

The college or university **provides** opportunities for students to:

4.10.3.01 Study physiological factors associated with perceptual skill development;

0	1	2	3	4

4.10.3.02 Investigate and/or conduct research related to learning through various modalities;

0	1	2	3	4

4.10.3.03 Conduct in-service programs with teachers dealing with perceptual skill development;

0	1	2	3	4

4.10.3.04 Prepare and demonstrate materials for developing perceptual skills in early childhood education.

0	1	2	3	4

Total_____

4.11.0 TEACHING VOCABULARY AND WORD-ATTACK SKILLS

4.11.1 Entry Level

The college or university provides opportunities for students to:

4.11.1.01 Learn specific skills of word attack;

0	1	2	3	4

4.11.1.02 Learn a variety of methods for teaching vocabulary and word-attack skills in all content areas;

0	1	2	3	4

4.11.1.03 Investigate materials designed for testing, teaching and reinforcing vocabulary and word-attack skills;

0	1	2	3	4

4.11.1.04 Demonstrate or observe techniques for teaching vocabulary and word-attack skills;

0	1	2	3	4

4.11.1.05 Prepare materials for teaching vocabulary and word-attack skills;

0	1	2	3	4

4.11.1.06 Use multi-media equipment in teaching and reinforcing vocabulary and word-attack skills;

0	1	2	3	4

4.11.1.07 Study in-depth the vocabulary and word-attack strand of one basic approach commonly used in the service area of the institution;

0	1	2	3	4

4.11.1.08 Identify various skill sequences of material commonly used in the service area of the institution.

0	1	2	3	4

Total_____

4.11.0 TEACHING VOCABULARY AND WORD-ATTACK SKILLS

4.11.2 Advanced Level

The college or university provides opportunities for students to:

4.11.2.01 Analyze strengths and weaknesses of word-attack programs in basic readers and other instructional programs; | 0 | 1 | 2 | 3 | 4 |

4.11.2.02 Conduct supervised diagnosis of pupils' word-attack skills and prescribe instruction needs; | 0 | 1 | 2 | 3 | 4 |

4.11.2.03 Plan and execute teaching designs to transfer pupils' learned word-attack skills to reading experiences; | 0 | 1 | 2 | 3 | 4 |

4.11.2.04 Design materials to apply learned word-attack skills to vocabulary development in all content areas; | 0 | 1 | 2 | 3 | 4 |

4.11.2.05 Demonstrate techniques for assessing and teaching vocabulary and word-attack skills. | 0 | 1 | 2 | 3 | 4 |

Total_____

4.11.0 TEACHING VOCABULARY AND WORD-ATTACK SKILLS

4.11.3 Specialization Level

The college or university provides opportunities for students to:

4.11.3.01 Research specific facets of learning and/or teaching vocabulary and word-attack skills;

0	1	2	3	4

4.11.3.02 Prepare instruments for diagnosing pupil needs in word-attack skills;

0	1	2	3	4

4.11.3.03 Prepare instructional materials for teaching vocabulary and word-attack skills;

0	1	2	3	4

4.11.3.04 Conduct or participate in in-service programs for teaching vocabulary and word-attack skills.

0	1	2	3	4

Total_____

4.12.0 DIAGNOSTIC TEACHING

4.12.1 Entry Level

The college or university provides opportunities for students to:

4.12.1.01 Become familiar with, develop, administer, and interpret informal reading inventories in all content areas;

0	1	2	3	4

4.12.1.02 Become familiar with high-interest, low-vocabulary materials for use in content areas;

0	1	2	3	4

4.12.1.03 Become familiar with, develop, administer, and interpret experience and interest inventories;

0	1	2	3	4

4.12.1.04 Become familiar with, develop, administer, and interpret reading autobiographies;

0	1	2	3	4

4.12.1.05 Become familiar with and apply readability formulas to various texts;

0	1	2	3	4

4.12.1.06 Become familiar with individual reading conference techniques;

0	1	2	3	4

4.12.1.07 Become familiar with a variety of methods for grouping students in content areas and for providing for special interests, abilities, and needs;

0	1	2	3	4

4.12.1.08 Become familiar with and to develop "unit" teaching structures in order to provide for various reading interests and abilities;

0	1	2	3	4

4.12.0 DIAGNOSTIC TEACHING

4.12.1 Entry Level

4.12.1.09 Become familiar with and develop a variety of methods and materials for motivating students to read in the various content areas;

0	1	2	3	4

4.12.1.10 Become familiar with the impact of media (movies, television, radio, etc) on reading and to plan effective ways of utilizing media in instructional efforts;

0	1	2	3	4

4.12.1.11 Become familiar with and involved in developing a variety of methods and materials through which children can demonstrate their feelings and ideas about what they have read;

0	1	2	3	4

4.12.1.12 Develop skill in teaching use of listening, speaking, reading and writing to achieve functional classroom purposes and to be prepared for practical aspects of life (e.g. applications, driver licenses, forms);

0	1	2	3	4

4.12.1.13 Opportunity to use several types of written and oral language as part of the development of units in all content areas (e.g. creative dramatics, formal reports, puppetry, photography, cartoons, charts, discussion).

0	1	2	3	4

Total_____

4.12.0 DIAGNOSTIC TEACHING

4.12.2 Advanced Level

The college or university provides opportunities for students to:

4.12.2.01 Implement instructional prescriptions recommended by a reading clinician;

0	1	2	3	4

4.12.2.02 Plan an instructional program based on diagnosed needs;

0	1	2	3	4

4.12.2.03 Organize instruction for a total class based on identified learning needs; select appropriate instructional materials and/or design instructional materials;

0	1	2	3	4

4.12.2.04 Plan and implement a clinical reading situation within a school system;

0	1	2	3	4

4.12.2.05 Plan continuous learning experiences for small groups of pupils with reading disabilities;

0	1	2	3	4

4.12.2.06 Plan continuous learning experiences for individuals with extreme reading disabilities.

0	1	2	3	4

Total_____

4.12.0 DIAGNOSTIC TEACHING
4.12.3 Specialization Level

The college or university provides opportunities for students to:

4.12.3.01 Investigate research dealing with causes and remediation of severe reading disabilities;

0	1	2	3	4

4.12.3.02 Develop and experiment with unique techniques and materials for the corrective and clinical treatment of reading disabilities;

0	1	2	3	4

4.12.3.03 Conduct and participate in research concerned with corrective and remedial procedures;

0	1	2	3	4

4.12.3.04 Conduct or participate in in-service programs for content and remedial teachers dealing with corrective and remedial procedures;

0	1	2	3	4

4.12.3.05 Develop counseling techniques appropriate for use with students experiencing reading difficulties.

0	1	2	3	4

Total_____

4.13.0 INITIATING IMPROVEMENTS IN SCHOOL PROGRAMS

4.13.1 Entry Level

The college or university provides opportunities for students to:

4.13.1.01 Develop an understanding of the complexity of current program patterns and the sources of support for current practices;

0	1	2	3	4

4.13.1.02 Develop an expectation of continual change throughout their educational career and the realization that change is generally a long term development process;

0	1	2	3	4

4.13.1.03 Become aware of power structure and responsibility assignments within public education, and gain a knowledge of change agencies available to teachers;

0	1	2	3	4

4.13.1.04 Become sensitive to group processes designed for the purpose of studying change and the implementing procedures necessary for effecting desired changes;

0	1	2	3	4

4.13.1.05 Explore the concept of accountability in education.

0	1	2	3	4

Total_____

4.13.0 INITIATING IMPROVEMENTS IN SCHOOL PROGRAMS

4.13.2 Advanced Level

The college or university provides opportunities for students to:

4.13.2.01 Investigate studies and professional literature dealing with initiating change in school reading programs; | 0 | 1 | 2 | 3 | 4 |

4.13.2.02 Devise hypothetical approaches to change in school reading programs in different educational settings; | 0 | 1 | 2 | 3 | 4 |

4.13.2.03 Learn procedures and techniques for functioning as effective educational change agents; | 0 | 1 | 2 | 3 | 4 |

4.13.2.04 Learn how to evaluate the reading needs of a specific school or district and to recommend changes and improvements; | 0 | 1 | 2 | 3 | 4 |

4.1 .2.05 Organize school or district-wide in-service training programs in reading. | 0 | 1 | 2 | 3 | 4 |

Total_____

4.13.0 INITIATING IMPROVEMENTS IN SCHOOL PROGRAMS

4.13.3 Specialization Level

The college or university provides opportunities for students to:

4.13.3.01 Develop basic concepts of general curriculum development;

0	1	2	3	4

4.13.3.02 Participate in internship opportunities with local district reading consultants and supervisors;

0	1	2	3	4

4.13.3.03 Design model or exemplary reading programs for local school districts;

0	1	2	3	4

4.13.3.04 Study current literature on on-going local, state, and national reading programs;

0	1	2	3	4

4.13.3.05 Participate in planning or conducting workshops for teachers and administrators in the area of reading program design, implementation, and evaluation;

0	1	2	3	4

4.13.3.06 Become aware of the function of State Department of Education personnel in reading.

0	1	2	3	4

Total_____

INSTITUTIONAL EVALUATION SUMMARY SHEET

Date _____ Institution _____ Evaluator _____

	MODULE	ENTRY Max. Score	ENTRY Inst. Total	ADVANCED Max. Score	ADVANCED Inst. Total	SPEC. Max. Score	SPEC. Inst. Total	GRAND TOTALS Max. Score	GRAND TOTALS Inst. Total
1.0	FACILITIES	64		32		12		108	
2.0	STAFF	36		36		20		92	
3.0	PROGRAM PROCESS							40	
4.0	CURRICULUM								
4.1	Comprehension	40		16		16		72	
4.2	Literary Appreciation	52		16		0		68	
4.3	Utilizing Library Facilities	16		0		0		16	
4.4	Evaluation of Reading Progress	36		20		16		72	
4.5	Communication and Language Structure	40		16		16		72	
4.6	Interaction With Parents & Community	32		16		20		68	
4.7	Instructional Planning	44		20		16		80	
4.8	Organization for Instruction	20		20		16		56	
4.9	Linguistically Different Learners	24		16		12		52	
4.10	Language Fluency & Perceptual Skills	24		24		16		64	
4.11	Vocabulary & Word Attack Skills	32		20		16		68	
4.12	Meeting Reading Needs	52		24		20		96	
4.13	Improvements in School Programs	20		20		24		64	
CURRICULUM TOTALS		432		228		188		848	
GRAND TOTALS		532		296		220		1,088	

The International Reading Association attempts, through its publications, to provide a forum for a wide spectrum of opinion on reading. This policy permits divergent viewpoints without assuming the endorsement of the Association.